

**TargetStrategies™**  
**Aligned Reading Strategies**  
**Priority Academic Student Skills**  
**8<sup>th</sup> Grade**

**PASS Objective:** OKR081502d  
Research and information: Conduct research and organize information: Accessing information: Interpreting information: Analyze and evaluate information from a variety of sources: Identify and apply test-taking strategies by answering different types and levels of questions, such as open-ended, literal, and interpretive as well as test-like questions, such as multiple choice, true/false, and short answer (STANDARD 5.2d)

**Focus Objective:** The student will identify and apply test-taking strategies by answering different types and levels of questions.

**Genre:** Nonfiction

**Reading Integration:** Language Arts

**Level:** Analysis

**Prerequisite Skills:**

- determine evidence from a passage that supports a conclusion (R8.9)
- determine the main idea of a nonfictional passage (R8.10)
- differentiate between the main idea and supporting ideas in a passage (R8.11)
- draw reasonable conclusions from the information in a passage (R8.12)
- identify cause-and-effect relationships in a passage (R8.13)
- make inferences based on stated and implied information in a passage (R8.16)
- determine whether a statement is opinion or fact

(Coding refers to an applicable TargetFundamentals™ lesson.)

**Related Objectives:**

- OKR081301b Comprehension: Interact with the words and concepts in the text to construct an appropriate meaning: Literal understanding: Show understanding by asking questions and supporting answers with literal information from text (STANDARD 3.1b)
- OKR081302a Comprehension: Interact with the words and concepts in the text to construct an appropriate meaning: Inferences and interpreting: Make inferences and draw conclusions supported by text evidence and student experiences (STANDARD 3.2a)

- OKR081303a Comprehension: Interact with the words and concepts in the text to construct an appropriate meaning: Summary and generalization: Determine the main (or major) idea and how those ideas are supported with specific details (STANDARD 3.3a)
- OKR081304b Comprehension: Interact with the words and concepts in the text to construct an appropriate meaning: Analysis and evaluation: Use text's structure or progression of ideas, such as cause and effect or chronology (sequential order) (STANDARD 3.4b)
- OKR081304d Comprehension: Interact with the words and concepts in the text to construct an appropriate meaning: Analysis and evaluation: Problem/solution: Offer observations, make connections, react, speculate, interpret, and raise questions in response to text (STANDARD 3.4d)
- OKR081501b Research and information: Conduct research and organize information: Accessing information: Select the best source for a given purpose, locate information relevant to research questioning: Use text organizers, including headings, graphic features (e.g., boldface, italic type), and tables of contents, to locate and organize information (STANDARD 5.1b)
- OKR081501c Research and information: Conduct research and organize information: Accessing information: Select the best source for a given purpose, locate information relevant to research questioning: Use organizational strategies to learn and recall important ideas from texts, such as preview, questions, reread, and record, as an aid to comprehend increasingly difficult content material (STANDARD 5.1c)
- OKR081502e Research and information: Conduct research and organize information: Accessing information: Interpreting information: Analyze and evaluate information from a variety of sources: Interpret and use graphic sources of information such as maps, graphs, timelines, or tables to address research questions (STANDARD 5.2e)

## INSTRUCTIONAL PREPARATION

Choose or prepare the following:

- two grade-level-appropriate nonfictional passages about which multiple-choice, true/false, and short-answer questions can be asked and answered (use one for Practice and one for Assessment)
- a list of multiple-choice, true/false, and short-answer questions that can be asked and answered about one of the chosen passages to be used for Practice (use for Practice)

Duplicate the following (one per student unless otherwise indicated):

- *Test-Taking Tips* reference sheet (use for Instruction)
- “Antonio Stradivari” passage (use for Instruction)
- *Answering the Questions* handout (use for Instruction)
- the chosen passages (use one for Practice and one for Assessment)
- the prepared list of questions (one per book-club group, use for Practice)

Prepare a transparency of the following:

- “Halloween Night” passage (use for Instruction)
- *Test-Taking Tips* reference sheet (use for Instruction)
- “Antonio Stradivari” passage (use for Instruction)
- *Answering the Questions* handout (use for Instruction)

Display the Focus Question:

- What does a reader need to do when answering different types and levels of questions?

## INSTRUCTION

1. Begin the lesson by displaying the “Halloween Night” transparency so that only the passage is visible to the students. Read the passage aloud as the students read along silently. Then display and read the first question aloud. Do not reveal the answer choices at this time. Ask volunteers to answer the question. Discuss the responses and then reveal the answer choices. Then ask the following questions:

- ✓ Are there any answers that are obviously wrong? (*Responses will vary; accept all reasonable responses.*)
- ✓ What is the correct answer? (*C*)

Circle the correct answer on the transparency. Explain to the students that this multiple-choice question asks for interpretive information that cannot be found in the passage. The reader had to use clues in statements like “I was in no mood to pit my courage against his” and “I turned and headed toward soil that was more familiar” to interpret, or explain the meaning of the narrator’s response to the strange sound. Display and read the second question aloud. Ask a volunteer to answer the question. Then ask the following questions:

- ✓ How did you know the answer to this question? (*Responses will vary; accept all reasonable responses.*)

Place an *X* next to “True” on the transparency. Explain that this statement gave literal information and that a reader could determine the correct answer by reading the passage. Display and read aloud the third question. Then ask the following questions:

- ✓ What is the question asking you to do? (*An appropriate answer is as follows: explain what the narrator thinks of people who play childish pranks.*)
- ✓ How could this question be answered? (*An appropriate answer is as follows: the narrator probably has a poor opinion of people who play childish pranks because he or she states that he or she isn't in the mood for having delinquents frighten him or her.*)

Write an appropriate response on the transparency. Explain to the students that this open-ended question asks for interpretive information that cannot be found in the passage. The reader has to determine an answer based on information in the passage.

Facilitate a discussion to show that to answer different types of test questions, a reader needs to use certain strategies and that when those strategies are used, the questions are easier to answer.

2. Distribute copies of the *Test-Taking Tips* reference sheet and display the transparency. Ask volunteers to read aloud the list of words at the top of the sheet. Facilitate a discussion to show that each of the words can change the meaning of a question and must be considered when choosing or writing the answer choice.
3. Read aloud and discuss each of the strategies given for answering multiple-choice, true/false, and short-answer questions. Stress the point that the first tip stated for each type of question is to carefully read the question. A wrong answer may be chosen or written if the directions and questions are not clearly understood.
4. Ask the focus question. Give the students time to think about it. Facilitate a discussion that shows that in order to answer test questions, a reader needs to
  - ✓ read the passage carefully,
  - ✓ read the question carefully,
  - ✓ determine key words in the question,
  - ✓ formulate an answer before looking at the answer choices,
  - ✓ eliminate incorrect answers,
  - ✓ reread the passage and question when necessary,
  - ✓ determine the points to include in an open-ended or short-answer question.

Tell the students that in today's lesson they will read a passage and answer multiple-choice, true/false, open-ended, and short-answer questions that ask for literal and interpretive information.

5. Distribute copies of the “Antonio Stradivari” passage and display the transparency. Read aloud the passage while the students read along silently.

6. Display the *Answering the Questions* transparency so that only the first question is showing. Do not show the answer choices. Read the question. Then ask the following questions:
- ✓ Is there a key word in the question that can help you determine the correct answer? If so, what is it? (*No*)
  - ✓ How might this question be answered? (*Responses will vary; accept all reasonable responses.*)

Reveal the answer choices on the transparency. Read them aloud while the students read along silently. Then ask the following questions:

- ✓ Which answer choices can be eliminated? (*Appropriate responses are as follows: B. an American; D. a scientist.*)
- ✓ What is the correct answer? (*C. a violinmaker*)
- ✓ What strategies were used to answer this question? (*Responses will vary; accept all reasonable responses.*)

Circle answer choice “C” on the transparency. Refer to the *Test-Taking Tips* reference sheet, and under “Strategies Used,” write the number and letters of the strategies that the students used to answer the question.

7. Reveal the next question. Read the question aloud as the students follow along silently. Ask the following questions:
- ✓ Is there a key word in the question that can help you determine the correct answer? If so, what is it? (*All*)
  - ✓ What difference does this word make in the meaning of the statement? (*An appropriate response is as follows: it states that every scientist knows that Stradivari used a special type of varnish, which more than likely is impossible.*)
  - ✓ Is this statement true or false? (*False*)
  - ✓ What strategies were used to answer this question? (*Responses will vary; accept all reasonable responses.*)

Circle “False” as the appropriate response on the transparency. Under “Strategies Used” write the number and letters of the strategies that the students used to answer the question.

8. Reveal the next question. Read the question aloud as the students follow along silently. Ask the following questions:
- ✓ What words in the question are important to the type of answer that should be written? (*Two and why*)
  - ✓ How do these words affect what you should include in your answer? (*Appropriate responses are as follows: two indicates that two reasons must be given; why indicates that an explanation must be given.*)
  - ✓ What is the answer to the question? (*An appropriate response is as follows: Some scientists think that the wood used in the violins had been affected by cold weather, and some scientists think that a special varnish was used.*)

- ✓ What strategies were used to answer this question? (*Responses will vary; accept all reasonable responses.*)

Write the correct response in the appropriate box, and the number and letter of the strategies used.

9. Have the students get into pairs. Distribute the *Answering the Questions* handout. Have the students work collaboratively to answer the remaining questions. Remind them that each student is responsible for completing his or her own handout.
10. When the students have finished, ask volunteers to share their responses. Discuss the responses for accuracy and write appropriate answers on the transparency.
11. To conclude instruction, have the students think about the following question:
  - ✓ What are some strategies to use when answering multiple-choice, true/false, open-ended, and short-answer questions?

Based on the responses, facilitate a brief discussion showing that a reader can better answer questions by carefully reading and understanding the questions and the answer choices.

### **Alternative Instruction:**

- Choose a grade-level-appropriate nonfictional passage that also includes a graphic source of information and prepare a list of multiple-choice, true/false, open-ended, and short-answer questions that are literal and interpretive that can be asked about the information in the passage and in the graphic source. Explain to the students that a literal question is one in which the information needed for the answers is directly stated in the passage or graphic source and that an interpretive question is one in which an explanation of the meaning or significance of something in the passage or graphic source needs to be made. Facilitate a discussion to show that in both types of questions it is important to carefully read the question to clarify what the question is asking. Display a transparency of the prepared passage. Read the passage aloud as the students read along silently. Discuss the information in the passage and in the graphic source of information included with the passage. Create on the classroom board two *Concept Webs* (See *Webbing with Literature* in the Appendix). In the center circle of one web, write the word *Literal*, and in the center circle of the other web, write the word *Interpretive*. Have the students do the same on a sheet of notebook paper. Distribute the list of prepared questions. Ask a volunteer to choose a literal question from the list of questions, explain why it is literal and not interpretive, and answer the question. Check the response for accuracy. Tell the volunteer to write the question and answer in a connecting circle on the appropriate web. Have the students do the same on their copy. Repeat this procedure with additional literal questions and answers. Then ask a volunteer to choose an interpretive question, explain why it is interpretive, and answer the question. Discuss the response for accuracy and have the volunteer write the question and answer in a circle connecting to the appropriate web. Have the students do the same on their sheet of notebook paper. When several questions of each

type have been asked and answered, facilitate a discussion that reviews the strategies that can be used when answering different types and levels of questions.

## **PRACTICE**

1. Have the students get into their book-club groups. Distribute copies of the chosen passage. Tell the students to read the passage and discuss the information presented in the passage.
2. Distribute to each group a copy of the list of questions. Have the students work collaboratively to answer the questions.
3. When the students have finished, ask volunteers to share their responses. Discuss the responses for accuracy. Facilitate a discussion showing the importance of using strategies when answering literal and interpretive multiple-choice, true/false, open-ended, and short-answer questions.

### **Alternative Practice:**

- Choose a grade-level-appropriate nonfictional passage that includes a graphic source of information and prepare a list of literal and interpretive multiple-choice, true/false, open-ended, and short-answer questions that can be asked about information in the passage and in the graphic source. Have the students to get into three-person groups. Distribute copies of the passage. Have the students read the passage aloud and discuss the information in the passage and in the graphic source. Distribute chart paper and markers and tell the students to work collaboratively to create *Concept Webs* similar to the ones in the Alternative Instruction component. When each group has finished its webs, display the chart papers on a classroom wall. Ask a volunteer from each group to explain its webs. Facilitate a discussion that shows that it is important to use strategies when answering questions.

## **ASSESSMENT**

- Have the students read the chosen passage. Prepare several multiple-choice questions in the following manner (four choices):
  - ✓ When answering (multiple-choice/true-false/short-answer) questions, it is helpful to do all of these except
  - ✓ (Why/Where/When) was (topic) (action)?
  - ✓ What is the relationship between (information/topic) and (information/topic)?

**Alternative Assessment:**

- Choose a grade-level-appropriate nonfictional passage that includes a graphic source of information about which literal and interpretive questions can be asked and answered. Have the students read the passage. Prepare several multiple-choice questions in the following manner (four choices):
  - ✓ How is the information about (topic) and (topic) in the (graphic source) different?
  - ✓ What is the relationship between the information in (topic) and (topic) in (graphic)?
  - ✓ When answering a (literal/interpretive) question, it is helpful to do all of these except
  - ✓ Which statement is true about (topic)?



# Halloween Night

The smell of incense filled the air, and from behind the dark wall came a frightening, intimidating noise. I could barely restrain Max, and as he began to growl I tightened my grip on his leash. This was the evening for childish pranks and mischievous capers. I didn't want to be caught by some delinquent as he amused himself by frightening the neighborhood. I was in no mood to pit my courage against his. As I turned, the pitch of the noise suddenly changed and I became even more alarmed, so I turned and headed toward soil that was more familiar.

1. The change in the pitch of the noise signifies to the narrator that
  - A. a baseball game is being played on the other side of the wall.
  - B. a man is turning into a wolf on the other side of the wall.
  - C. something unusual is happening and it's time to hurry home.
  - D. Halloween is a scary night.
2. The name of the animal in the passage is Max.  
☐ True                      ☐ False
3. What opinion does the narrator have about people who play childish pranks?

# Test-Taking Tips

1. Pay particular attention to the following key words that can limit or affect the meaning of a question or answer choice:

all	generally	never	probably
always	however	none	rarely
best	may	not	seldom
but	most likely	often	sometimes
except	must	only	usually
every	necessary	perhaps	

2. Strategies for Answering Multiple-Choice Questions:

- a. Read the question carefully.
- b. Determine what the question is asking you to do.
- c. Try to answer the question before you look at the answer choices. Come up with the answer in your head before looking at the possible answers.
- d. Read all the answer choices before selecting your answer. Eliminate obviously wrong choices. This will give you fewer choices from which to select your answer.

3. Strategies for Answering True-False Questions:

- a. Read the question carefully.
- b. If any portion of the statement is false, the entire statement is false.
- c. Watch out for negative words and how they may affect the truth.

4. Strategies for Answering Open-Ended/Short-Answer Questions:

- a. Read the question carefully to understand what it asks.
- b. Be sure to include in your answers what the verb asks you to include, such as:
  - i. Are you being asked to identify or list?
  - ii. Are you being asked to define?
  - iii. Are you being asked to explain or discuss?
  - iv. Are you being asked to compare and/or contrast?
  - v. Are you being asked to evaluate?
  - vi. Are you being asked to give your opinion?
- c. Make sure that you include in your answer everything the question asks you to include.

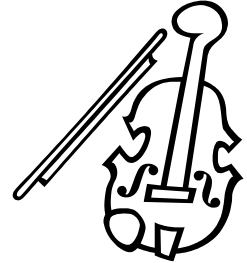
# Antonio Stradivari

Antonio Stradivari was an Italian man who lived in the seventeenth century. He was the owner of a store in Cremona, Italy, where he made very special violins. Those violins are now world famous and named after him.

A Stradivarius violin has the sweetest and most pure sound of any violin ever made. It is estimated that he made more than eleven hundred violins, harps, guitars, violas, and cellos. About seven hundred of them are still intact today. His design continues to serve as a model for violinmakers.

Today, a Stradivarius violin will sell for millions of dollars. They sell for so much because of their unique sound. They have a rich resonant sound ranging from the lowest to the highest notes. The clear, beautiful sound projects over even the largest concert halls. Musicians also mention that they are easier to play than modern violins. They respond to the slightest change in pressure and contact of the bow.

No one knows why these special violins have such a wonderful sound. One explanation is that a severe cold spell may have slowed tree growth and improved the wood from which the violins were made. Another suggestion is that a special varnish was used.



Name \_\_\_\_\_

## Answering the Questions

**Who is Antonio Stradivari?**

**Strategies Used**

- |                |                  |
|----------------|------------------|
| A. a musician  | C. a violinmaker |
| B. an American | D. a scientist   |

**All scientists know that Stradavari used a special type of varnish.**

**Strategies Used**

True      False

**What are two reasons given for why the Stradivarius violins have a special sound?**

**Strategies Used**

**Antonio Stradivari was**

**Strategies Used**

- |                     |                          |
|---------------------|--------------------------|
| A. very innovative. | C. tired of instruments. |
| B. a dreamer.       | D. a crazy inventor.     |

**There are more than 900 Stradivarius violins in the world today.**

**Strategies Used**

True      False

**What significance does the Stradivarius violin have today?**

**Strategies Used**

# Answering the Questions

(continued)

Stradivari made 1,100 violins and 700 remain.  
The remaining 700 violins are significant because  
A. they are old. C. they are beautiful.  
B. they were well made. D. they sound great.

Strategies Used

Antonio Stradivari never made cellos.

Strategies Used

True False

Why does the Stradivari design serve as a  
model for violinmakers today?

Strategies Used

Antonio Stradivari lived in

Strategies Used

- |            |           |
|------------|-----------|
| A. Italy   | C. Vienna |
| B. America | D. Canada |

Antonio Stradivari owned a store.

Strategies Used

True False

How did Antoni Stradivari most likely feel about  
music?

Strategies Used